Lancashire
County
Council

Inclusion and Engagement Support Team
GEMs- Good Engagement Methods

GEM's has been put together to demonstrate good engagement methods and practise to support CYP with SEND.

As specialist teachers, we wanted to produce a package to address and support some of the core challenges that professionals will encounter within their classrooms from CYP with SEND.

Within this package, you will find advice and activities which have been designed to increase knowledge of ADHD and how you can support CYP who experience difficulties in the school environment as a result.

This package is versatile and offers activities to primary and secondary settings to suit your school's needs. Activities can be used to support individual children or may be suitable in a small group or within a whole class setting.

Organisations such as **ADHD Northwest and ADHD foundation** can support schools and families further.

ADHD

What is ADHD?

ADHD is an abbreviation for **attention-deficit hyperactivity disorder.** It is a neurological condition that can impact a CYP focus, impulsivity and emotional responses. It is estimated that 1 in 30 students are affected by ADHD.

There are many misconceptions about ADHD, it is **not** all about hyperactivity or laziness and it is not outgrown!

CYP with ADHD can experience difficulties in:

- o Managing their emotions
- o Following directions
- o Shifting focus between tasks
- o Thinking before they do or say things
- o Staying focussed
- o Time management
- o Executive function

When we think about ADHD we need to remember that there are three sub groups of how it can present; Inattentive, Impulsive-Hyperactive, and the Combined Type.

Inattentive:

- o extremely short attention span
- o poor concentration
- o short term memory difficulties

During observations you may notice the CYP may present as being easily distracted, forgetful, a daydreamer and slow to process information. They struggle with listening skills and as a result can miss parts of instructions. This group are less likely to display challenging behaviours.

Impulsive-Hyperactive:

- o difficulty with impulse control
- o overactive- fidgeting, talkative, moving around
- o struggle to wait their turn
- o struggle to consider the consequences of their actions

During observations you may notice the CYP may present as being on the go all the time, extremely chatty and interrupt or intrude. They are unable to sit for prolonged periods of time and quickly switch from one activity or subject to another. Parents often report they struggle to sleep.

The Combined Type:

- o have all the difficulties as above and therefor more complex
- o difficulty with making and maintaining friends and relationships
- o can struggle to feel they belong
- o hypersensitive to noise

During observations you may notice the CYP may present as becoming easily frustrated reacting to what may appear to be minor or insignificant incidents they can appear emotionally immature compared to their peers.

It is important for school staff to understand the **impact** ADHD can have on a CYP ability to access learning.

Executive functioning skills tend to be impaired in CYP with ADHD and as a result impacts the CYP ability to;

- o start and finishing work
- o memorise facts
- o write essays/reports
- o work on maths problems
- o complete long-term projects
- o plan for the future

Many students with ADHD have impaired working memory and slow processing speed which are important elements of executive function. When writing essays or reports students often have difficulty holding ideas in mind, acting upon and organising ideas, quickly retrieving grammar, spelling and punctuation rules from their long term memory and manipulating all this information alongside remembering ideas to write down, organising the material in a logical sequence, and then reviewing and correcting errors. Such difficulties can also affect the CYP ability to complete mathematical problems.

Some of the suggestions below may help support CYP with ADHD in your setting.

Activity	Resources
How does my diagnosis of ADHD impact me? It is important that the CYP is aware of their diagnosis (with parental permission) and understands the impact on their relationships and learning style. CYP with ADHD struggle with negativity and experience negative thoughts and images about themselves and the way they are perceived by others. With adult support take a strengths based approach and work with the CYP to identify their strengths in learning, relationships and creativity. Together try to find the CYP a creative outlet that both challenges	A video for staff development explaining ADHD and the need to move to be able to learn better **https://vimeo.com/540571434#** **https://vimeo.com/534505225** **Strategies for schools:** **https://www.adhdfoundation.org.uk/wp-content/uploads/2019/01/Teaching-and-Managing-Students_FINAL.pdf** **Ks 1-4 books/stories of CYP with ADHD** **https://www.adhdfoundation.org.uk/wp-content/uploads/2019/10/Stories-That-Never-Stand-Still.pdf** **Developing executive function skills:** **https://www.adhdfoundation.org.uk/wp-content/uploads/2021/01/Executive-functions-KS3.pdf**

and is of interest to them, that will 'reactivate' their imagination and deflect from the negative thoughts. Create a bank of resources/activities based on CYP views, staff observations and knowledge of strengths.	**https://www.adhdfoundation.org.uk/wp-content/uploads/2021/01/Executive-functions-KS4.pdf** **http://adhdnorthwest.org.uk/site/sites/default/files/** **Executive_Functions_by_Thomas_Brown.pdf** **Refer to mindfulness and relaxation GEMS**
How to help learning: Always have positive expectations. Select from the following lists of strategies that best fit your CYP Provide: - pre teach - educational content that is stimulating and varied - activities broken into short chunks - concrete learning experiences - a simple overview of what you want them to achieve. - Create a framework with simple steps so that the CYP knows what is meant to happen next. - checklists - visual maps - alternative ways to record learning - opportunities for regular seat/movement breaks - clear consistent and firm boundaries- reminders of desired behaviour not focusing on undesirable behaviours. - fiddle/de-stress equipment - doodling equipment - quiet area/space - Colour coded homework diary	https://www.adhdfoundation.org.uk/wp-content/uploads/2021/02/Ideas-for-visual-reminders-for-children.pdf http://www.adhdfoundation.org.uk/wp-content/uploads/2017/05/Classroom-Ideas.pdf http://www.adhdfoundation.org.uk/wp-content/uploads/2017/05/Bill-of-Rights-for-Children-with-ADHD.pdf https://www.tes.com/teaching-resource/task-plan-for-sen-child-11351015 https://www.twinkl.co.uk/resource/t-s-4019-task-breakdown-planning-template https://www.pacer.org/cmh/learning-center/parenting/support-adhd/fidget-toys.asp https://www.twinkl.co.uk/resource/adhd-activity-pack-t-s-2548799

Consider: • The use of 'stop think do' strategy • Supported transitions between lessons • Seating position • Best use of TA/learning mentor • Use of peer support • Use of timers • Availability of a separate workstation • Homework expectations/tasks	Brain gym activity examples: http://www.strong-brain.com/visual-play/stroop-task/ https://www.youtube.com/watch?v=kPIE42aljcQ https://www.brainbalancecenters.com/blog/brain-balance-exercise-challenge-alphabet-game https://www.brainbalancecenters.com/blog/brain-balance-exercise-challenge-balloon-game Each website has a number of other examples you could explore with the CYP and give them ownership of which they feel better suits their needs.
Metacognition: **'Thinking about thinking.'** **The ability to understand what we know and how we think during a task.** **Metacognition makes learning visible.** **It makes CYP aware of their own thinking, gives them a sense of control and promotes 'deep' learning.** Watch youtube clip or Cambridge clip. Adult explore with CYP how they plan, monitor and evaluate their thinking. Explore the **P M E R** worksheet (appendix i) adult to model how to apply to tasks set in school.	**What is Metacognition?** https://cambridge-community.org.uk/professional-development/gswmeta/index.html https://www.youtube.com/watch?v=elZFL4FLVLE **Education Endowment Foundation research tool kit:** https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/Summary_of_recommendations_poster.pdf

Teach CYP to use **'metacognitive talk'**, where they say what they are thinking whilst carrying out a task. Adult to catch CYP using such techniques and developing further as appropriate. Use the language to encourage use of metacognitive techniques. Adult to support/model creating a **'thinking journal'** following the P M E R cycle. **Classroom good practise tips:** • Model metacognition talk throughout as good practise. • Provide a safe environment for risk taking and learning from mistakes. • Use self-testing appropriately • Space out learning • Vary contexts of learning • Set specific goals. • Use retrieval practice in the classroom • Provide feedback and encourage/model 'deeper' reflection.	**Approach to learning that teaches and develops metacognition skills:** https://www.reflectedlearning.org.uk/about-ReflectED/ https://cambridge-community.org.uk/professional-development/gswmeta/index.html#group-Metacognition-in-practice-Qsl4h9iv5T https://educationendowmentfoundation.org.uk/public/files/Publications/Metacognition/FourLevels.pdf https://cambridge-community.org.uk/professional-development/gswmeta/MC_M1_doc_008.pdf Worksheets to scaffold metacognitive thinking: https://www.globalmetacognition.com/ https://www.tes.com/teaching-resource/metacognitive-worksheet-6152297 https://www.tes.com/teaching-resource/download/12348347 https://www.tes.com/resources/search/?q=metacognition

Recommended Reads **ADHD 2.0** by Dr Ned Hallowell **The Survival Guide for Kids with ADHD** by John F Taylor **When the Adults Change, Everything Changes: Seismic shifts in school behaviour** by Paul Dix **How Learning Works: Seven Research-Based Principles for Smart Teaching** by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, Marsha C. Lovett, Marie K. Norman, Richard E. Mayer

P M E R thinking...

Plan: Before you begin a task think about the learning outcome.

> What is the task asking me to do?

> What do I already know about this topic?

> Are there any strategies I have used before that might be useful?

> Which strategies will I use?

> What are the steps I need to follow?

Monitor: During the task ask, do I have a clear understanding of what I am doing?

> Is the strategy I am using working?

> Do I need to make any changes/try something different?

Evaluate: At the end of the task ask, how well did I do?

> Did I achieve the learning outcome?

> What went well?

> what else can I use this strategy for?

> What didn't go well?

> Where did I get stuck when trying to solve this problem?

> What would I do it differently next time?

Reflect: Make use of self questioning throughout the process.