



ADHD^{*}

A GUIDE FOR PARENTS

What to expect and how to manage

Developed by



*ADHD, attention deficit
and hyperactivity disorder.

Finding out that your child has ADHD might make you feel lost, isolated and unsure of where to go for help. There is a lot of information out there, but sometimes it's difficult to sort your way through it, to find out where to get advice and support. Your child will also need your support: they might react badly to the diagnosis and feel that they've somehow let themselves (and you) down.

It's important that you reassure them that they are loved today just as much as they were yesterday, that they are still special to you, and that you will work with them to help them overcome any issues and fulfil all of their potential. You also need to take care of *yourself*, processing this new information and finding out as much as you can about ADHD, because it can all be a bit overwhelming.

So don't make any major changes at first, so you can all get used to this new situation. Take it one step at a time, and encourage your child to ask questions, and answer them as best you can. Constant reassurance is important, as is openness and clarity about any future changes you might want to make.

This booklet has been developed to help meet your needs and those of your child. We talked to experts and to other parents in the same situation as you, and we've drawn from their experiences. The result is a practical guide that will help you to:

- Understand ADHD, and get to grips with the basics.
- Support your child, especially at school.
- Cope with the everyday challenges that ADHD brings.

We've included some tangible tools to help support you and your child, as well as some links to useful resources for more help and information. It's very important that you try to keep all paperwork safe and in one place – you may need it in the future.



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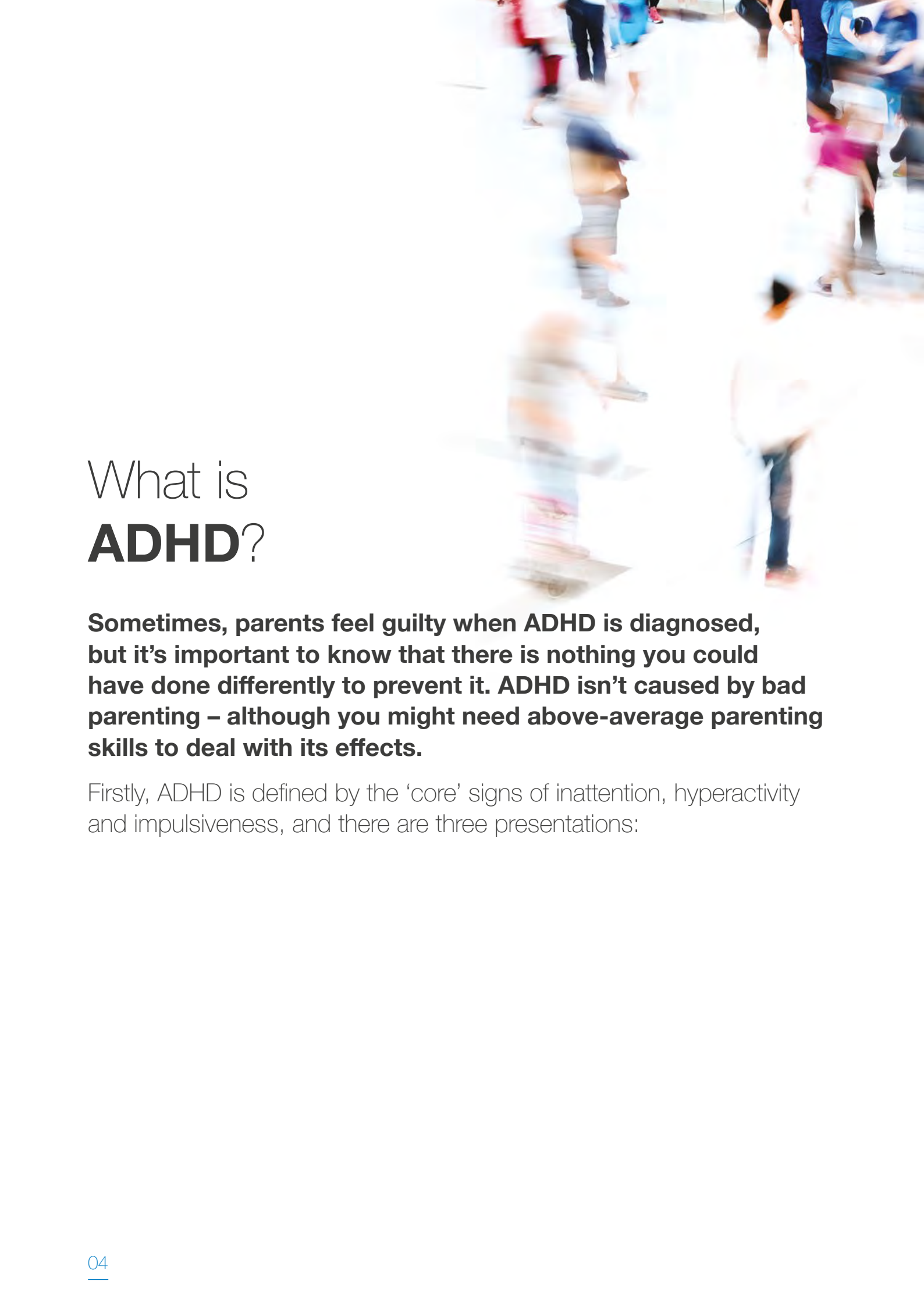
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What is **ADHD?**

Sometimes, parents feel guilty when ADHD is diagnosed, but it's important to know that there is nothing you could have done differently to prevent it. ADHD isn't caused by bad parenting – although you might need above-average parenting skills to deal with its effects.

Firstly, ADHD is defined by the 'core' signs of inattention, hyperactivity and impulsiveness, and there are three presentations:

A blurred, high-angle photograph of a large crowd of people walking in a public space, likely a shopping mall or a busy street. The people are out of focus, creating a sense of motion and a busy environment. The background is bright and overexposed, with some people's legs and feet visible in the foreground and middle ground. The overall tone is light and airy, with a focus on the movement and density of the crowd.

1 Combined with signs of inattention and hyperactivity and/or impulsiveness

2 Predominantly inattentive with inattention but not hyperactivity or impulsiveness

3 Predominantly hyperactive or impulsive but not inattention

Most children have the first (combined) type of ADHD.

The root cause of ADHD

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.

So your child isn't 'naughty' or badly behaved: their brain differences mean that they genuinely struggle with certain tasks.

- The prefrontal cortex is responsible for planning, starting and carrying out actions as well as correcting errors, avoiding distractions and being flexible when needed.
- The basal ganglia is responsible for impulse control. It coordinates information coming from other regions of the brain to avoid automatic responses to stimuli, such as loud noises.

If the prefrontal cortex is not able to function and process essential tasks, this can affect attention, alertness and memory, resulting in the symptoms of ADHD.

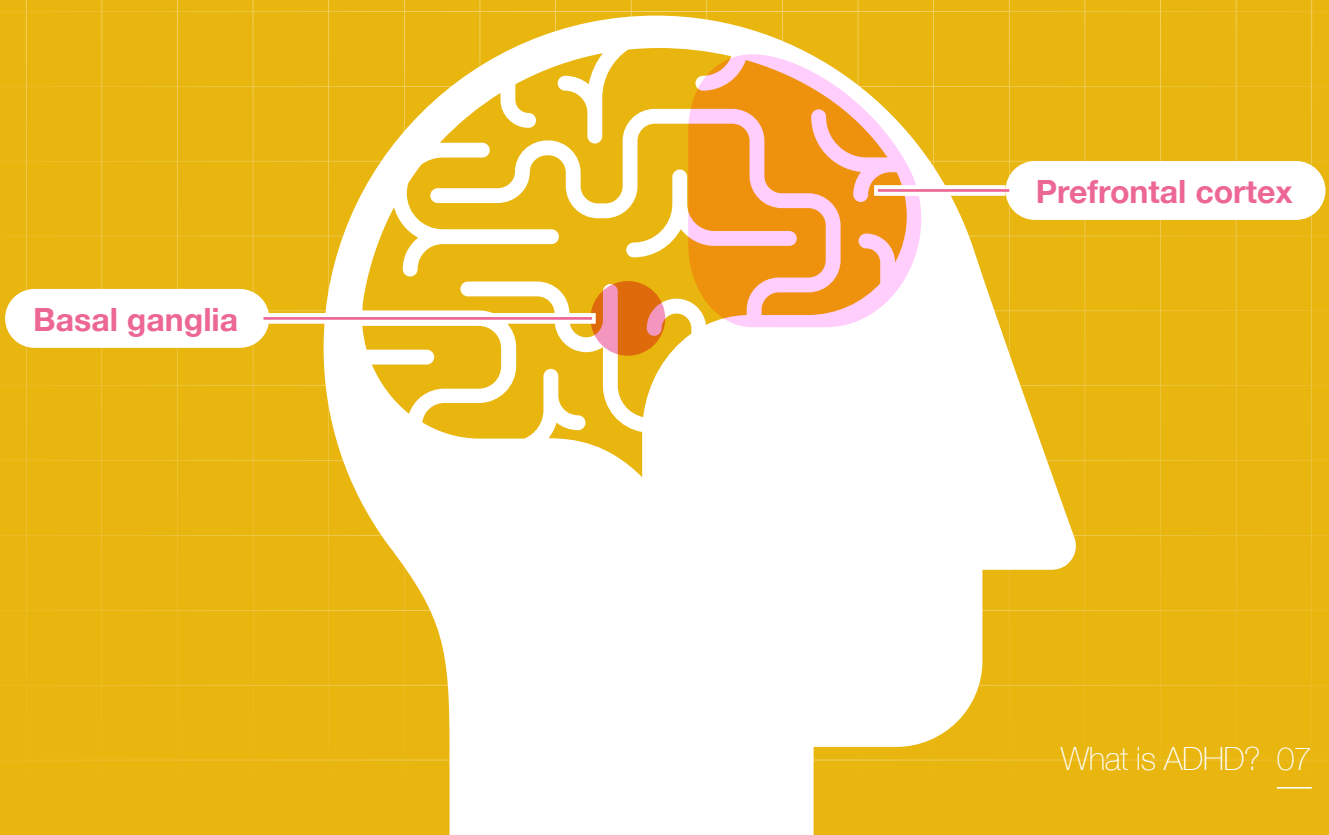
Poor focus

- An inability to start and continue activities
- Reduced short-term memory
- An inability to block inappropriate responses

Difficulty in planning complex activities

- Reduced ability to organise
- Increased physical activity
- Increased impulsiveness

Along with some challenges, the differences in your child's brain may also mean they're energetic, creative and inventive. Some children with ADHD are hyperfocussed on things they like, many have a great sense of humour and are able to solve complex problems.



Talking to family and friends about **ADHD**

You may be thinking about telling any other children you may have, family members or friends about your child's ADHD. At the same time, they might think about telling their school friends.

There's nothing wrong with telling other people, but it's important to exercise caution, not least because once you've told someone, you can't 'untell' them. There are still too many misconceptions and prejudices against ADHD, and you may get negative responses from some people.



Others may question the diagnosis, dismiss it or give you their (often unwanted) opinions about ADHD or its treatment. This can lead in turn to feelings of being undermined rather than supported. The reality is that most people are not very well informed about ADHD, and they are quite likely to repeat outdated views and stereotypes.

For this reason, it is recommended that you take as much time as you need to learn about ADHD and understand how it affects your child in everyday life. This will give you more confidence to discuss ADHD when the time is right. And don't feel you have to say anything to anyone: it's your choice to tell people as much or as little as you want.



Looking after **yourself**

When a child is diagnosed with ADHD, the parents often forget about their own wellbeing. But it is vital for you to look after yourself properly, as this will not only help you manage, but also benefit your child and the rest of their family.

When you are ready, a helpful first step is for you to acknowledge the pressures that come with dealing with a child with ADHD. This will help you to discuss with your partner, extended family or close friends any concerns you have about the impact on you and your family.

First of all, remember that you are not alone. ADHD is more common than you think and there will be local parent groups that offer a great source of support - your healthcare professional will be able to provide further information. Joining parent groups may sound daunting but it can be a 'lifeline' – learning from the experience of others who are in a similar situation is an enormous help, and many people who do this have ended up with lifelong friends. Also, see the Resources section at the end of this booklet for websites offering support to parents and children dealing with ADHD.



You may also want to think about whether you need extra support with organisational strategies – for example, to make sure your child sticks with their treatment schedule, daily school timetables and night-time routines. You can ask your healthcare professional about this at the next appointment. They may recommend parent training/education. This doesn't imply bad parenting on your part. It's simply a way of optimising your parenting skills to meet the above-average needs of your child – so grab the help when it is offered.

Practical tips for helping at home

ADHD can have a huge impact on family and home life. Things may have been stressful for some time, with tensions running high. Every family has its stresses, but ADHD can add to this because a child with ADHD is likely to be disorganised, messy, noisy and have occasional emotional outbursts.

Every child is different and every situation is different, so there's no 'one size fits all' solution or advice. But the following ideas and approaches should help bring some calm and harmony back to home life.

The secret of success is routine

Getting children and young people to go to bed at the right time and to get up on time can be a battleground for many parents. But establishing a routine can help, and if you involve your child, they will feel part of the solution, not the problem. So work out (and write down) the routine with your child so they can have input (and buy in to it). Keep it simple to start with, because once you have the basics working, you can add more.

The image shows a spiral-bound calendar template designed for a 'Before school routine'. The calendar has a header row for the days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, and Sunday. To the left of the calendar grid is a vertical column of eight rows, each representing a step in the routine. Each row is headed by a small icon and a text label. The rows are: 'Time to get up!' (alarm clock icon), 'Get up and get dressed' (person getting out of bed icon), 'Shower' (shower head icon), 'Have breakfast' (bowl of food icon), 'Brush teeth' (toothbrush icon), 'Check school bag' (school bag icon), 'Go to school' (person walking icon), and 'Remember to bring homework home!' (book icon). The main body of the calendar is a grid of 56 squares (8 rows by 7 days), where each square is intended for a child to write down the time or details for that specific routine step on a given day.

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 — homework/ sports kit?							
Go to school							
Remember to bring homework home!							

Lists are great

Children with ADHD are often very inattentive, so having written and verbal instructions are helpful. Pictures, particularly for younger children, are worth a thousand words, so think about using pictures, photographs or drawings from magazines to show what you want done and what is expected – a ‘visual calendar’.

You can stick them on a chart in the form of a checklist in the order that they need to be completed. Put the checklist where your child can see it easily and maybe even tick the activity as it's finished.

It's also a good idea to give children time to process changes: for example, give countdown reminders (say, from 10 minutes down to take-off) before your child needs to leave the house, go to bed, stop playing on the computer/Ipad/Phone etc.

Before school routine

	Monday	Tuesday
Time to get up! 	7.30	7.30
Get up and get dressed 	7.45	7.45
Shower 	8.00	8.00
Have breakfast 	Healthy!	Healthy!
Brush teeth 	8.20	8.20
Check school bag - homework/ sports kit? 	8.25	8.25
Go to school 	8.30	8.30
Remember to bring homework home! 	Remember our deal!	R.S homework due

After school routine

Do some homework 	4.00	4.00
Chill time 	4.30	4.30
Tea 	Spag BoL	Fajitas
Bit more homework? 	5.45	5.45
Prepare school bag for next day - sports kit, homework to hand in 	Remember Football Boots	
Brain break 		
Prepare for bed 	8.00	8.00
In bed off screens!	9.30	9.30

Visual timetables for new routines

We all like visible signs of our progress and improvements. So why not draw up a chart with your child showing what you expect in the new routine, how long you expect it to take and how your child has done over a week or a month? Maybe even set up a spreadsheet on the home computer or keep notes on your smartphone. Make sure that your child is involved and buys in to the new routine.

Focus on good behaviour, not bad

Praise your child's strengths and reward them to encourage further good behaviour and increase their sense of self-worth. You will need to criticise from time to time, but try to distinguish the behaviour from the child. Rather than saying "I've told you a million times not to leave your shoes there - are you deaf or stupid?" focus on the behaviour and its consequences: "It was annoying to trip over your shoes again and I spilled my coffee and could have broken the mug. Now I have to clear it up and we are going to be late leaving for the cinema."

Always try to look for things to praise and offer appropriate rewards after sustained positive behaviours. Negative consequences or criticism should be used far less than positive consequences with children with ADHD – it just makes them feel bad about themselves and encourages further bad behaviour. Praise the good things and try to ignore the bad unless it is dangerous to do so – and if you're going to have a battle pick your moment!

In the Resources section at the end you will find a template to help you establish new routines.

In summary

- Decide with your child which tasks definitely have to be done and make sure your child agrees and can achieve them.
- Think about having a written or a visual checklist of tasks written with your child.
- Consider charting your child's progress and use agreed rewards to encourage their positive behaviour.
- Look for positives to praise.



Contracting – setting up a ‘deal’

Contracting is about talking to your child about the right way to behave, and together agreeing a plan, with rewards for them when they do what they are asked. The contract – ‘The Deal’ – can be written down and it is essential for the child to agree the behaviour change – if they think it is their idea they are far more likely to stick to it. The contract should be specific, appropriate and sustainable over the long term. Agree the reward you are going to give to your child in advance and make sure it is appropriate to the change you want and that your child is motivated by the reward. Ideas for contracts or “deals” could include getting up on time five mornings in a row, tidying their room every day, doing their homework for ten minutes every night and so on.

Remember to keep your contracts or deals clear, brief, and if possible visual/written down so your child knows what is expected and there is no misunderstanding.

It's best to not try too many contracts going at any one time, and the contracts must not have a negative consequence. It is very important for children with ADHD that you look for the positives and acknowledge the good things they do.

The Deal

Complete homework by 6pm
every day this week

We will go to the cinema this
Saturday!

Mum

Parent

Oscar

Child

Managing 'meltdowns'

Children with ADHD are prone to public emotional outbursts when they get upset or don't get their own way. How you react can calm them down – or trigger a 'meltdown'.

Managing a child with ADHD is often like seeing just the tip of an iceberg – they are behaving in a certain way for a reason, but the reason is beneath the surface. Listening to them, without talking but acknowledging their anger, can sometimes calm them down and avoid making the situation worse. It's also a good way of finding what's under the surface.

Quite often children with ADHD who have coped all day at school will be exhausted, and their underlying anger and emotion spills over when they come home. This is why it's important for you to listen. Children's emotions are driven by the need to feel protected and feel free from pain. Some children display challenging behaviour because of an emotional need but they may find it difficult to express their emotions appropriately. Others use challenging behaviours to communicate something. Some children cannot always find the words they need to communicate their wishes, which leads to them 'acting up' as a way of getting through to you.



Use this eight-step method to stop your child from having an ADHD 'meltdown':

- 1.** Keep your child balanced. Make sure they get enough sleep, eat regular and healthy meals, and have enough 'down time' or 'me time' to reduce stress.
- 2.** Pick your battles, and be clear to your child – and yourself – about your expectations.
- 3.** Follow a routine. Children with ADHD need structure. Their behaviour will be less erratic if they know what they're expected to do and when they're expected to do it. For example, decide whether homework is done before or after dinner. Then stick to your routines as much as possible.
- 4.** Set expectations. Before it's time for a change – such as turning off the TV and getting ready for bed or stopping a game and coming in for dinner – give your child a count-down warning. The same comes when leaving the house – warn them 10 minutes beforehand.
- 5.** Stay calm. If your child does have a 'meltdown', it may be hard for you to stay calm, especially if your child is acting up in a public place. But it won't help the situation if you're both worked up. Try to talk quietly to your child; don't shout – seeing you acting normally may help your child calm down.
- 6.** Be understanding. If you see that your child is getting upset, ask what's wrong. Acknowledge what the child tells you and explain that you can understand their point of view. Thoughtfully repeating what the child said may help – children can find it reassuring that someone understands their concern.
- 7.** Encourage deep breaths. Deep breathing can be relaxing and can help relieve the stress that caused the 'meltdown' in the first place.
- 8.** Set rules for 'meltdowns'. No matter how hard you try to avoid them, angry outbursts are bound to happen. When it's over and calm is restored, you and your child should discuss what happened, and agree what to do if they get upset or angry in the future. Then when there is an emotional outburst, carry out your agreement. Your child is more likely to come out of it more quickly if they know what to expect.

Managing sleep

Sleep is a major issue and something many parents of children with ADHD mention.

The relationship between sleep and ADHD is complex and can be a vicious circle:

ADHD can lead to sleep problems and a lack of sleep can make the symptoms of ADHD worse. Also, certain medications for ADHD can lead to further sleep difficulties.

These facts highlight the importance of sleep for children with ADHD:

- Increasing your child's sleep by as little as half an hour can dramatically improve school performance.
- Addressing sleep problems might improve your child's ADHD symptoms.
- Better sleep can improve a child's concentration and ability to learn.

Solutions to sleep problems must be explained gently so that it does not sound like a long list of do's and don'ts that children may find overwhelming. Instead, suggest a few ideas to help but say that everything may not work at once. It's all part of learning what works best for you and your child.



DEAR
PARENTS

DO NOT
DISTURB

Sleep tips for children with ADHD

- Exercise daily and avoid trigger foods.

Children should get at least an hour of physical activity each day. While exercise will help keep them physically fit, it will also help them sleep better at night. In terms of diet, avoid drinks and food containing caffeine.

- Stick to a schedule. Decide ahead of time with your child what their night time routine will be, and include when to bathe, brush teeth, read, etc. Remember, children with ADHD need routine and predictability more than other children.

- Set a bedtime alarm. Just as you set an alarm for waking, consider setting a bedtime alarm so children associate their bedtime with a clock or timer instead of feeling like sleep is a parental demand. Make sure the sound of the alarm is quiet and not intrusive. Eventually, your child will naturally associate the sound of their bedtime alarm with sleepiness.

- Use blackout curtains. Using white noise or nature sounds to block neighbourhood or household sounds can also be helpful.

- Try aromatherapy. Essential oils like lavender, chamomile, sandalwood or vanilla can be calming for many people who experience sleeplessness. Let your child choose a calming scent that appeals to them, and then dab a little oil on a cotton ball and place it on their pillowcase.

- Give them a weighted blanket. Children with ADHD often have trouble understanding where their bodies are in space. A heavy, weighted blanket can apply deep pressure to muscles and joints throughout the night, helping to support the body's natural ability to fall asleep.

- Reduce anxiety. Anxious children, like anxious adults, often have too much on their minds to fall asleep at night. Use these strategies to calm an anxious child so they have a better chance of falling asleep naturally.

i A sleep diary is provided for you in the Resources section at the end of this booklet. This can be a very useful assessment tool for identifying and understanding sleep problems.

If problems with sleeping persist then talk to your doctor/healthcare professional for further help and advice.

Helping your child's educational development

Choosing a secondary school

You may have a choice of secondary school and choosing the right one can be a big decision. It is something that all parents (and children) find difficult, even without having to think about ADHD.

The following will help you make the most informed choice.

Exam results don't tell the whole story

Remember that your local school with the best exam results or highest OFSTED* rating may not be the best school for your child. School league table positions do not show whether your child will receive the best support or be happy there.

Which is the most ADHD-friendly school in your area?

An ADHD-friendly school is likely to have a caring atmosphere, a good support system for children who are having problems and experience of children with ADHD. So take a closer look at the schools in your area for these advantages.

Talk to the SENCO*

A SENCO is a Special Educational Needs Coordinator, a teacher with specific training, whose job is to provide extra help and support for children with special educational needs. Aim to make an appointment to see the SENCO at the school and make an assessment of how ADHD is supported in that school.

Get the views of other parents

Your local ADHD support group may be able to put you in touch with other parents of children with ADHD who are already at local secondary schools. This way you may be able to benefit from their experience.

Visits and practice runs

Parents (and children) can find it useful to visit the chosen secondary school for practice runs, so the child does not feel as anxious and can visit their future classrooms and meet their teachers.

Questions to ask

These are the kind of questions to ask when you visit the school or meet the head of year, form tutor or SENCO:

- Are there other children with ADHD in the school, and what experience do you have with them?
- What methods do you use to help children with ADHD?
- Who would be my point of contact in relation to my child's ADHD?
- How will the school know if my child has/hasn't taken their medication?
- What extra help will my child be eligible for?
- Are there any resources and equipment available such as the use of a dictating machine, computer etc?
- Can school information (such as newsletters and notification of events) be e-mailed home?
- Will teachers provide a second set of books for homework to be kept at home?
- Will my child require extra time in exams and how will this be assessed?
- Are there children with ADHD in the school that have entered sixth form?
- How/who can I contact at the school by email if my child is likely to have or has had a bad day?
- What processes are there to help parents know what homework their child should be doing e.g. homework diaries or online homework diaries?

*or equivalent position if situated outside of England

Practical tips for helping your child manage at **school**

School creates many challenges for children with ADHD, but with patience and a good plan, your child can thrive in the classroom. As a parent, you can work with your child and their teacher to put practical strategies into place to promote learning both inside and out of the classroom. With the right support, these approaches can help your child meet their learning challenges and experience success at school.

You can help your child's teachers

Other parents of children with ADHD have found it useful to provide their child's teachers with a 'one page' description of their child. This could include their barriers to learning, strategies to support and some tips that teachers should know to help them understand and get the best out of your child. Teachers understand that it helps to get to know the child's personality and how he or she learns.

i An example template that you can complete is provided in the Resources section at the end of this booklet.



Name

OSCAR R

Diagnosis

ADHD



Barriers to learning

- Makes careless mistakes
- Hyperactive and appears to be spacy and unmotivated
- Acts without thinking
- Interrupts others
- Talks excessively
- Recent panic attacks
- Has difficulty remembering things and following instructions

Strategies to support

- Praise whenever possible to motivate - at risk of becoming a school refuser!
- Needs structure
- Keep eye contact
- Deliver instructions one at a time, use colourful visuals
- More encouragement and support
- Please discuss with him where he will work best and seat accordingly

Student view

What are you good at?

What do you least enjoy?

"I'm much better at maths now"

"English lessons"

What makes a good lesson and what makes a bad lesson for you?

Good lesson - if it starts well, this helps a lot.

Encourage and praise early

Bad lesson - received poor behaviour points. These do not work for him.

Parental view

What should we know in order to best support your child in school?

Don't humiliate in front of his peers.

- Check he understands - often he can lose focus
- He works best when he has a computer to record notes.
- Consequences do not work with him, praise whenever possible

Consider the following ways to help your child succeed

- There's no substitute for parents understanding their child's mind and communicating this directly to teachers. A child needs an advocate after a diagnosis of ADHD.
- Always aim to work collaboratively with your child's teacher, with a goal to create a relationship that will support your child.
- If teachers seem to struggle with your child, then do meet them individually after school to help them understand your child better and avoid triggers for bad behaviour. Other parents have found this works really well and behaviour improves once the teacher understands your child better.
- Seating arrangements in class are important. Children with ADHD work best with fewer distractions – usually seated toward the front of class at the side and not near doorways, windows or the back of the room. They also work better alongside children who are less distracted and more attentive.
- Let teachers know your child's best learning style: visual, auditory, kinesthetic (learning by doing physical activities).
- Consider talking with your child's teacher about having a home-to-school notebook for quick comments on a daily basis and easy communications.



General tips for life that can also help at school

- Encourage creativity in your child as an outlet for impulsiveness.
- Don't say or do things that will make your child feel badly about their way of doing things.
- Set your child up to make progress on something that matters to them. This builds confidence and motivation.
- Create a predictable schedule at school and at home. An important part of that schedule is getting enough sleep. Get your children into bed early, whenever possible.
- Give warnings about upcoming transitions from one activity to another.
- Big tasks become much easier when broken down into small steps – especially homework.
- Monitor your child's progress and give feedback often. Give positive feedback when it is deserved and keep looking for positives to reinforce not negatives.
- All children need escape valves. Try to bring some physical activity into anything they are doing.
- Sit side by side with your child rather than in front of them. Quite often children with ADHD don't like talking directly face-to-face. Car journeys are sometimes a good way to connect with your children, but spending time together, anywhere, is very important.
- Above all, look for positive reinforcement at every opportunity. If they have more praise your child will work towards being better. Remember that negative responses rarely work well.

ADHD real life stories – your child can **thrive**

“

There has been a massive improvement in his school work, he was struggling in Year 2 and now he is excelling at a Year 6 level. The medication has been a great help but this needs to be combined with other strategies and we have received a lot of support from the ADHD Foundation with regards to this.

Parent of Tom Diagnosed at age 9.

Now aged 11

”

“

I felt as though a weight had been lifted and I had an answer to our troubles, I knew he wasn't 'naughty' and I knew I could find help for him/us.

Now he's grown into an amazing polite young man doing really well at school, I'm so proud each day! After diagnosis star charts transformed him overnight! Routine, behaviour and toilet charts, he'd do anything for a star.

Parent of Kelley Diagnosed at age 8.

Now aged 14

”

Medication and/or behavioural therapies for **ADHD**

ADHD can be treated using medication or non-medical therapy, but a combination of both is often best.

There are two main types of medication licensed for the treatment of ADHD:

- Stimulants work by increasing activity in the brain, particularly in areas that play a part in controlling attention and behaviour. These are the most commonly used form of medication and come in short, and long acting formulations.
- Non-stimulants work in a different way. These often take more time to work, but have a longer duration of effect.

Although these medications are not a cure for ADHD, they may help people with ADHD to concentrate better, be less impulsive, feel calmer, and learn and practice new skills.





Non-medical therapies

As well as medication, other types of therapies can be useful in treating ADHD.

You doctor may have mentioned “behavioural” and other types of non-medical therapies. These approaches involve behavioural, psychological, social, educational and

lifestyle approaches to help to change behaviour and reduce or control the symptoms of ADHD.

This diagram shows the main types of non-medical therapies for ADHD.

Cognitive Behavioural Therapy (CBT)

The most commonly used forms of non-medical therapy are psychoeducation and behavioural therapy.

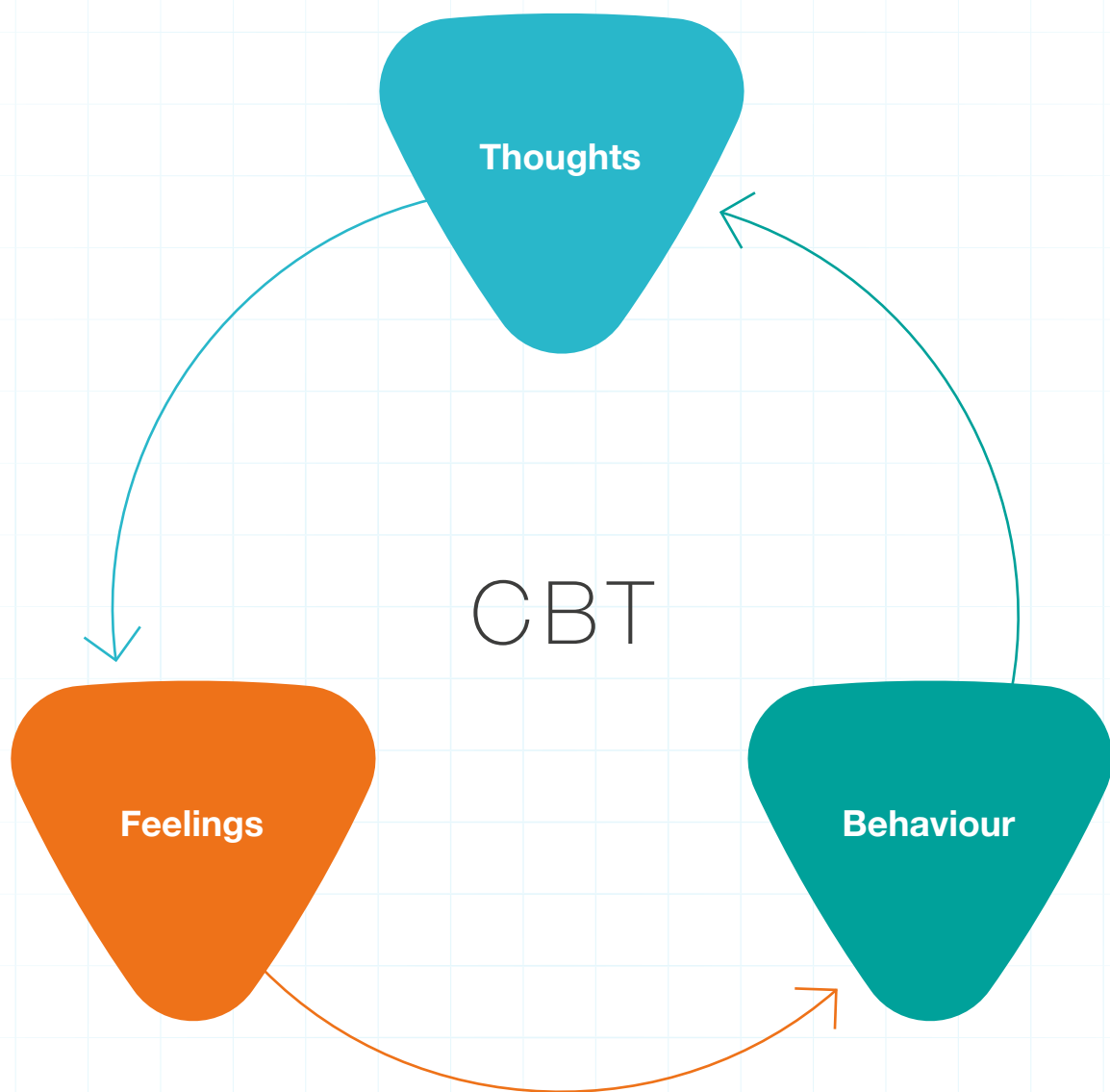
CBT is a form of training given on an individual or group basis. It helps people with ADHD to:

- Develop a more planned and reflective approach to thinking and behaving, including social interactions.
- Adopt a more reflective, systematic and goal-oriented approach to everyday tasks, activities and problem solving, including academic functioning.
- Reduce ADHD symptoms in children, adolescents and adults.

Some local organisations provide ADHD counsellors or coaches to support parents of ADHD children. They are very experienced with ADHD and often have family members themselves with ADHD. They will get to know you, find out the issues you are dealing with and work with you to find ways you can help to make the home environment better for your child and the rest of your family.

It's also helpful to talk to your child's doctor or healthcare professional about what support is available in your area.

i In the Resources section at the end of this booklet there is a checklist to help you when speaking to professionals, such as your doctor.



Resources

This section has a number of tools to help you support your child. They include various checklists and thought starters. Keep them somewhere safe, as they will be useful for future reference.

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



**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'**

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 - homework/ sports kit? 							
Go to school 							
Remember to bring homework home! 							

After school routine

Do some homework 							
Chill time 							
Tea 							
Bit more homework? 							
Prepare school bag for next day - sports kit, homework to hand in 							
Brain break 							
Prepare for bed 							
In bed off screens! 							

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.

Date:	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Bed time last night?							
How long to get to sleep?							
Did you wake up in the night? (no. of times)							
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? (indicate how you feel)							
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?

Checklist for appointments

Use the following checklist in discussions with teachers, doctors and other professionals.

It can be hard to remember everything that goes on at home. You might find it helpful to use this form to write down notes to bring with you to appointments.

We've also included a couple of specific questions which it may be useful to ask your doctor.

It's important to remember to keep any documents that are given to you safe as you may need them in the future.

Checklist

How many 'meltdowns' have there been over the past month and what were the triggers? _____

Have there been any other behavioural issues? _____

Have you noticed any pattern to undesired behaviours (eg, beginning/end of the week, in crowded places, where there's a lot of noise etc)? _____

Has the sleep diary or new routine helped improve sleep or identified any issues with sleep? _____

Have there been any issues with medication compliance over the past month? (If relevant) _____

How are they are doing at school or with friends? Any behavioural issues at school and/or any positive comments? _____

Questions for your consultant



What support is available for you/your child in your area?



Do you need any repeat prescription for any medication your child may have been prescribed (remember the dose)?

Finally



Always try to book your next appointment whilst with the Doctor or Nurse.

Support groups

There are many ADHD-specific resources to help you and your child. These are a few that you may find useful, but there are many more: use the internet and ask around to find out.

ADHD Solutions

www.adhdsolutions.org

Help includes:

- Parent training. Including 1-2-3 Magic and parent workshops
- QB Check diagnostic screening
- ADHD Coaching
- Individual and group work programs for children and young people
- Young people's activities
- Training for schools and other professionals

ADHD and you

www.adhdandyou.co.uk

Help includes:

- This site is for anyone who might be affected by ADHD or who cares for someone who does

Born to be ADHD

www.borntobeadhd.co.uk

- This site is for anyone affected by ADHD, including information and updates on the Born To Be ADHD campaign

ADDISS (The National ADHD Information and Support Service)

www.addiss.co.uk/commonquestions.htm

Help includes:

- National Helpline
- National Quarterly Magazine
- 1 2 3 Magic Licenced training courses for Parenting Practitioners
- Education training sessions for teachers and parents
- Local conferences for patients, teachers
- Range of books and videos to purchase
- Links to information e.g. RCP factsheets, expert articles

ADD-NI

www.addni.net

Help includes:

- Parenting programme
- Group therapy work
- Local patient support groups

Scottish ADHD coalition

www.scottishadhdcoalition.org

Help includes:

- Support and information
- Local groups
- ADHD and employment
- ADHD information

ADHD Foundation

www.adhdfoundation.org.uk/wp-content/uploads/2018/04/ADHD-Fact-Sheet-2018.pdf

Help includes:

- Parenting training
- CBT
- QB diagnostic screening
- Online resources
- Training in schools and health/social care providers
- Individual and group therapy sessions

Benefits and allowances

Your child may also be entitled to the following benefits if they have ADHD:

Disability Living Allowance (DLA)

(For under 16s) which may help with the extra costs of looking after a child who:

- Is under 16
- Has difficulties walking or needs much more looking after than a child of the same age who doesn't have a disability
- Satisfies the eligibility criteria in the below link:

www.gov.uk/disability-living-allowance-children/eligibility

Personal Independence Payment

(over 16s) You may be able to get help with some of the extra costs caused by long term ill-health or disability if you are over 16 and if your child satisfies the eligibility criteria.

www.gov.uk/pip/eligibility

Carers Allowance

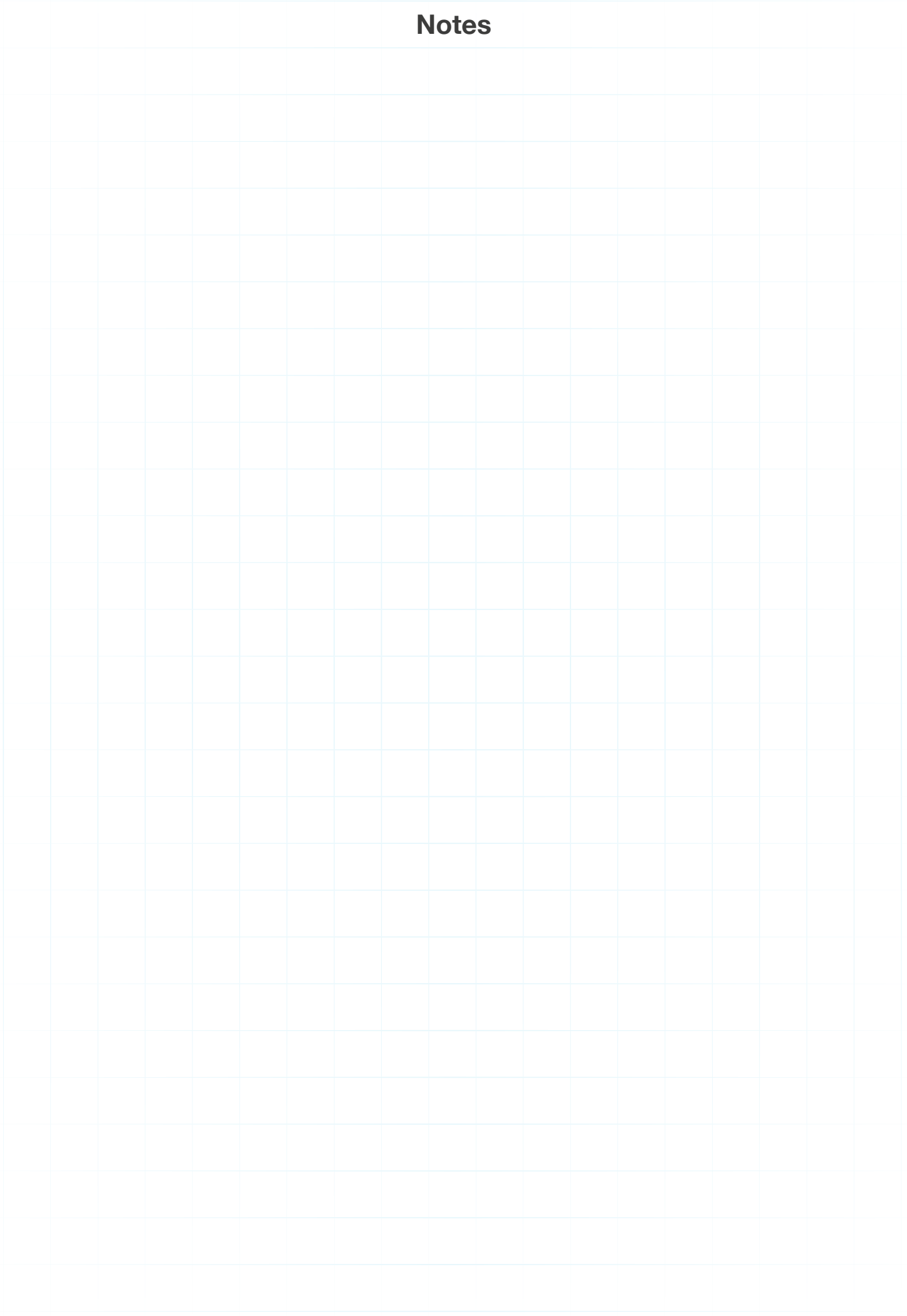
You may be entitled to carers allowance if your child has DLA or PIP and you satisfy eligibility criteria.

www.gov.uk/carers-allowance/eligibility

IPSEA

IPSEA: the Independent Panel for Special Education Advice is a registered charity providing advice on LEAs' legal duties towards children with special educational needs. The Advice Line telephone number is 0800 018 4016 or 01394 382814. General enquiries 01394 380518

Notes





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