

 [adhd.foundation.org.uk](https://adhd.foundation.org.uk)

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# An Introduction to ADHD

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# The Neurodiversity Umbrella Project





# The Neurodiversity Umbrella Project



Northcott School



Ormskirk West End Primary School





# Other Services



Parenting Service



Private Clinic



Adult Online Therapy



Online Training Programme



Early Years Service





# What is Neurodiversity?

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Not an error

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Not a disorder

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Just different ways of the brain working/functioning

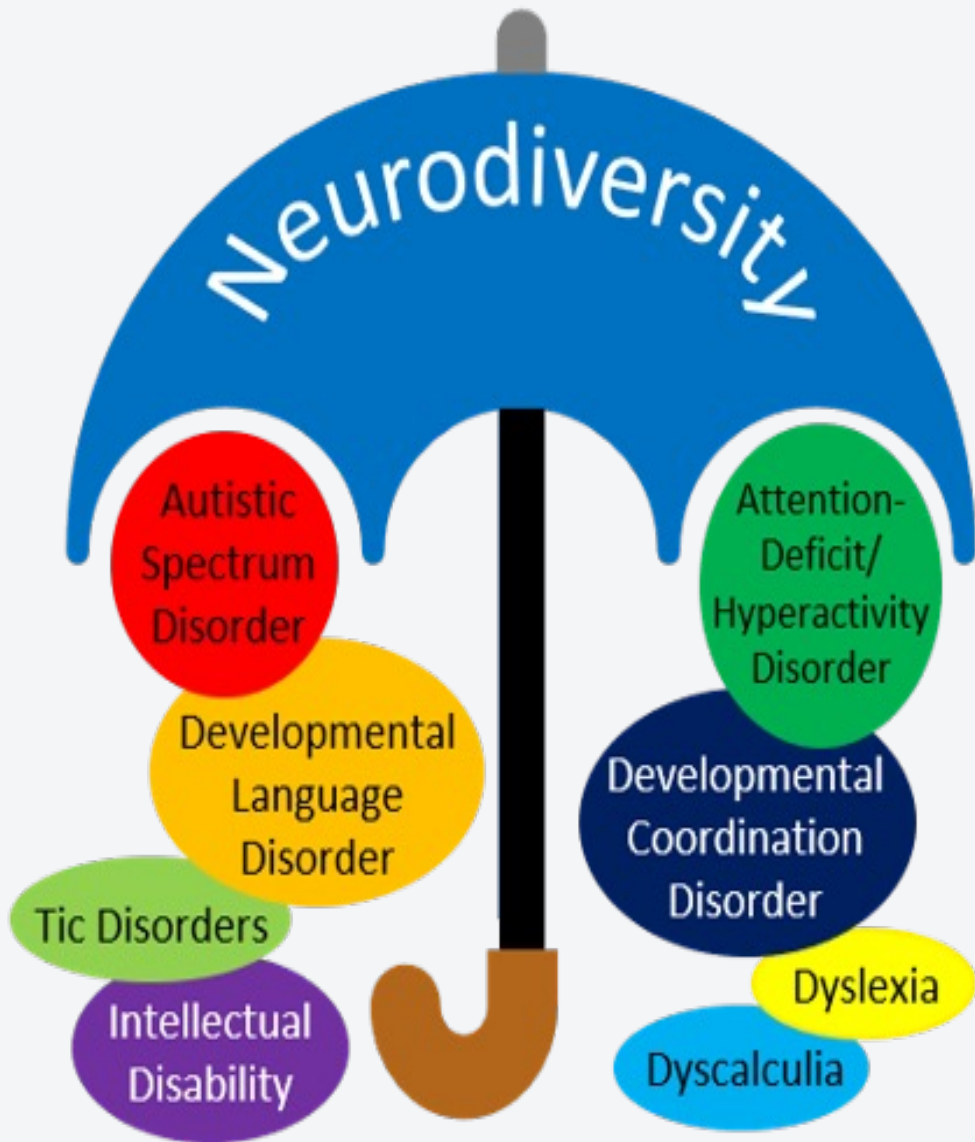
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Neurodiverse minds are part of human diversity

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1 in 5 human beings are neurodiverse





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Dyslexia

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ADHD

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Dyspraxia

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Autism

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Dyscalculia

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Dysgraphia

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Tourette's





## Co-Occurrence

Having more than one condition.

It is the rule, not the exception.

Majority only have a single diagnosis.

Could be due to long waiting lists.

Could also be due to similar characteristics across conditions.





# What is ADHD?

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A neurodevelopmental condition

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Inattention

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Impulsivity

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Hyperactivity

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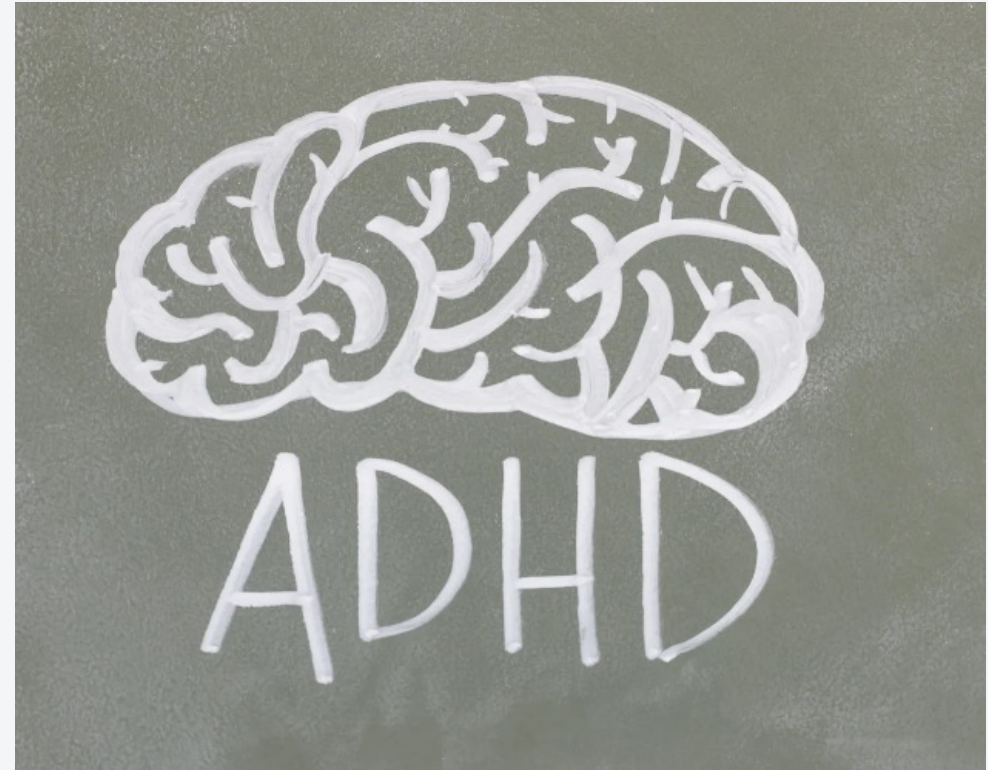
Affects executive functioning

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Affects working memory

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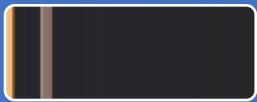





Affects emotional regulation







# Positives of ADHD

-  Quick-thinking
-  Spontaneity
-  Energetic
-  Enthusiasm - hyperfocus
-  Problem solving
-  Creative thinking
-  Insightfulness





How do you see  
ADHD portrayed in  
the media?

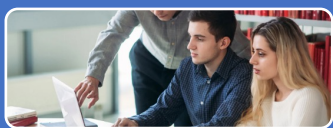




# ADHD Mythbusting



It is not linked to IQ



It does not affect more boys than girls



It is not 'Naughty Child Syndrome'



It is not over-diagnosed



It is not over-medicated



Supporting ADHD doesn't make their life "too easy"

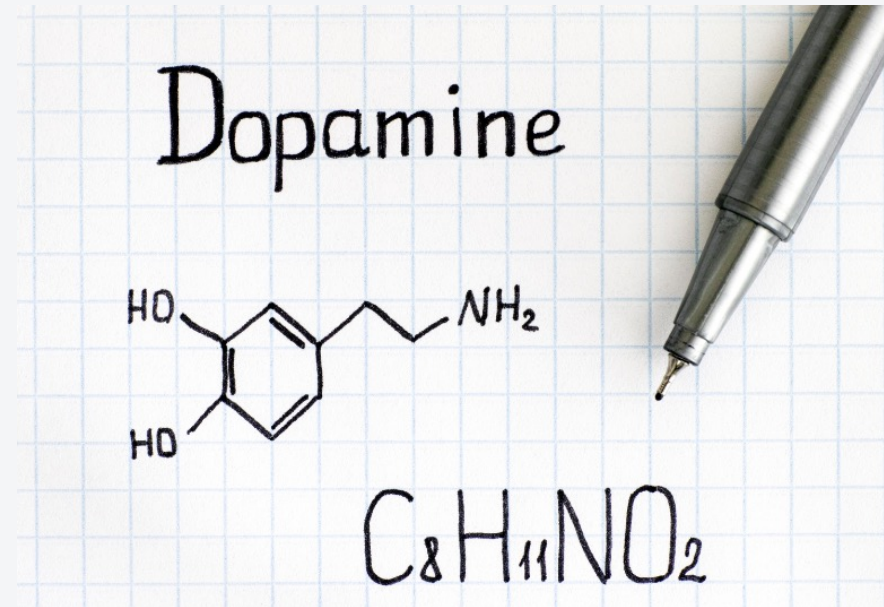


# Dopamine and ADHD

Dopamine is our pleasure/reward-based neurotransmitter.

ADHDers can have a deficiency in the neurotransmission of dopamine within the synapses.

This can affect motivation and behaviour



<https://www.additudemag.com/brain-stimulation-and-adhd-cravings-dependency-and-regulation/>



# Presentations of ADHD

Predominantly  
Hyperactive/Impulsive  
Type

Predominantly  
Inattentive Type

Combined Type





Why do you think  
there is an  
underdiagnosis in  
girls?





# Girls and ADHD

3

3:1 diagnosis ratio for ADHD



Higher levels of missed/mis-diagnosis



Later teens/adult age typical for diagnosis



Lots of studies have focused on mostly males



Masking



Externalising/Internalising



# Sign of ADHD

# Stereotypical Label

Easily distracted

• "Daydreamer"

Appears withdrawn

• "Shy"

Forgetful

• "Ditsy"

Hyper-talkative

• "Chatterbox"

Extremely anxious

• "Worrier"

Exaggerated emotional responses

• "Drama Queen"



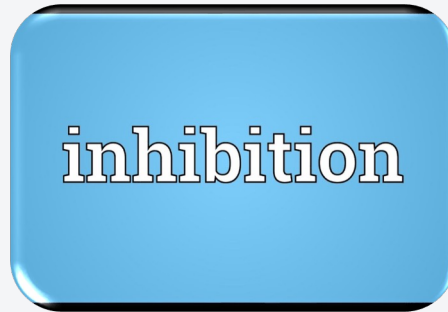


# Executive Functions

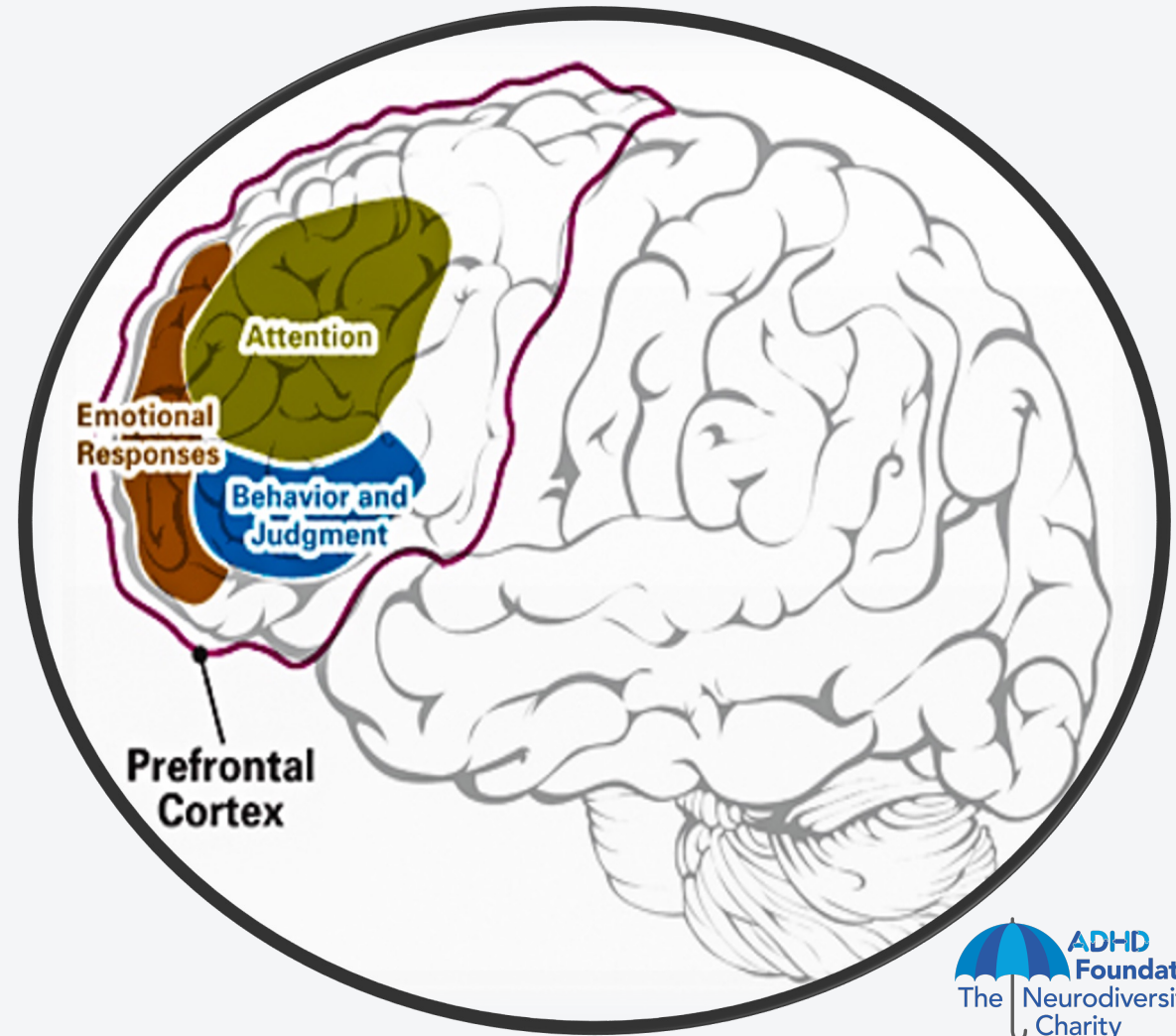
## Two Major Components

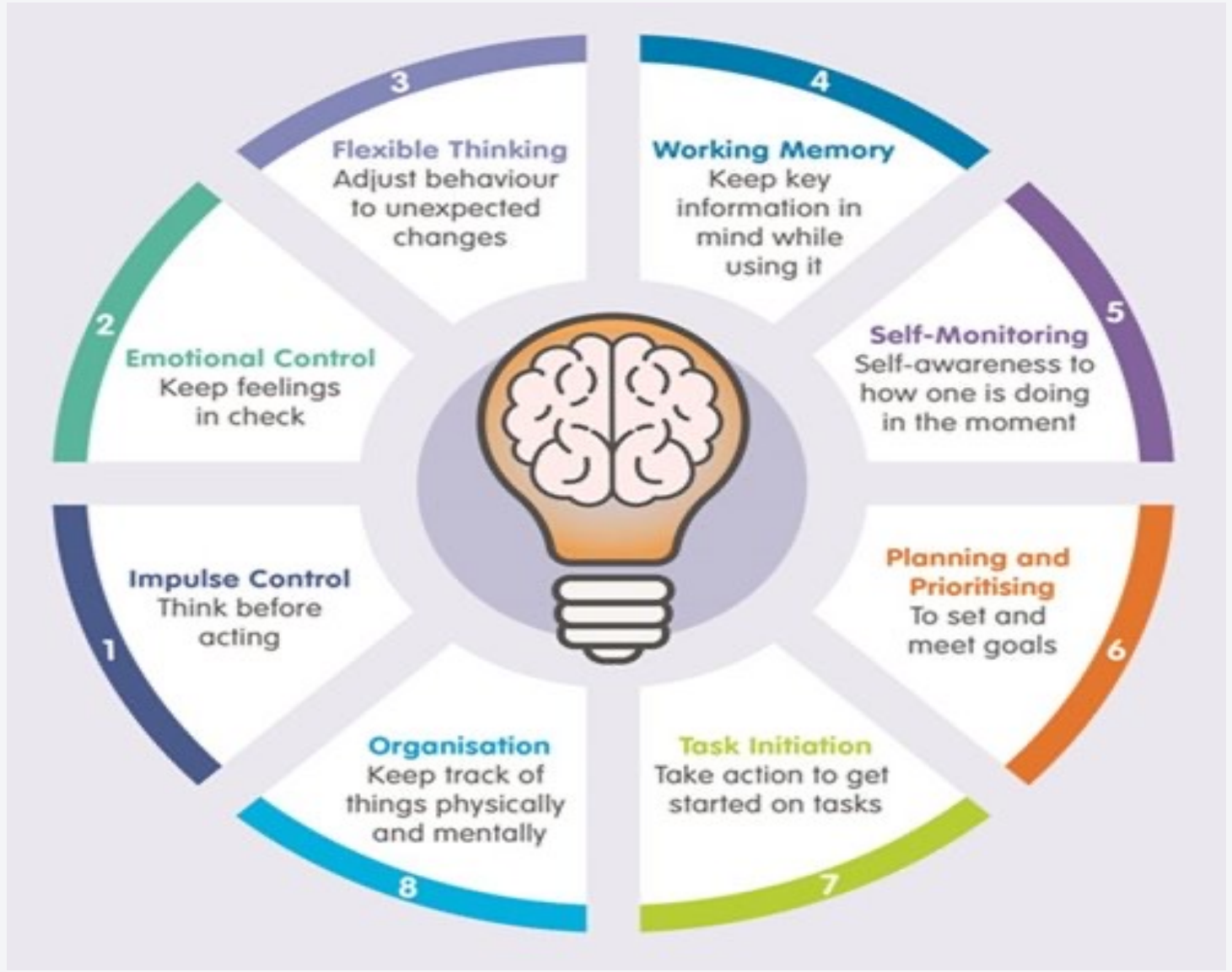


The ability to organise your own thoughts to support goal focus.



The ability to regulate emotions and behavioural responses







Skill	What does it mean?	What does it look like when impaired?
Impulse Control	Thinking before acting.	May say inappropriate things and engage in risky behaviour.
Emotional Control	Can describe feelings and keep them in check.	Can over-react and find criticism hard.
Flexible thinking	Can adjust to the unexpected.	Get frustrated when asked about something new or from a different angle.
Working memory	Can keep information in mind.	Trouble remembering instructions, even with supports.
Self monitoring	Can judge how they are doing.	Surprised by a bad outcome and get upset.
Planning and prioritising	Can decide upon a goal and can plan to meet it.	Cannot decide what is important for completing a task.
Task initiation	Can take action to get started.	Difficulty starting or where to begin.
Organisation	Can keep track of things physically and mentally.	Lose train of thought as well as possessions.



# Emotional Maturation

**ND.....30% behind with executive & emotional maturation, so at:**

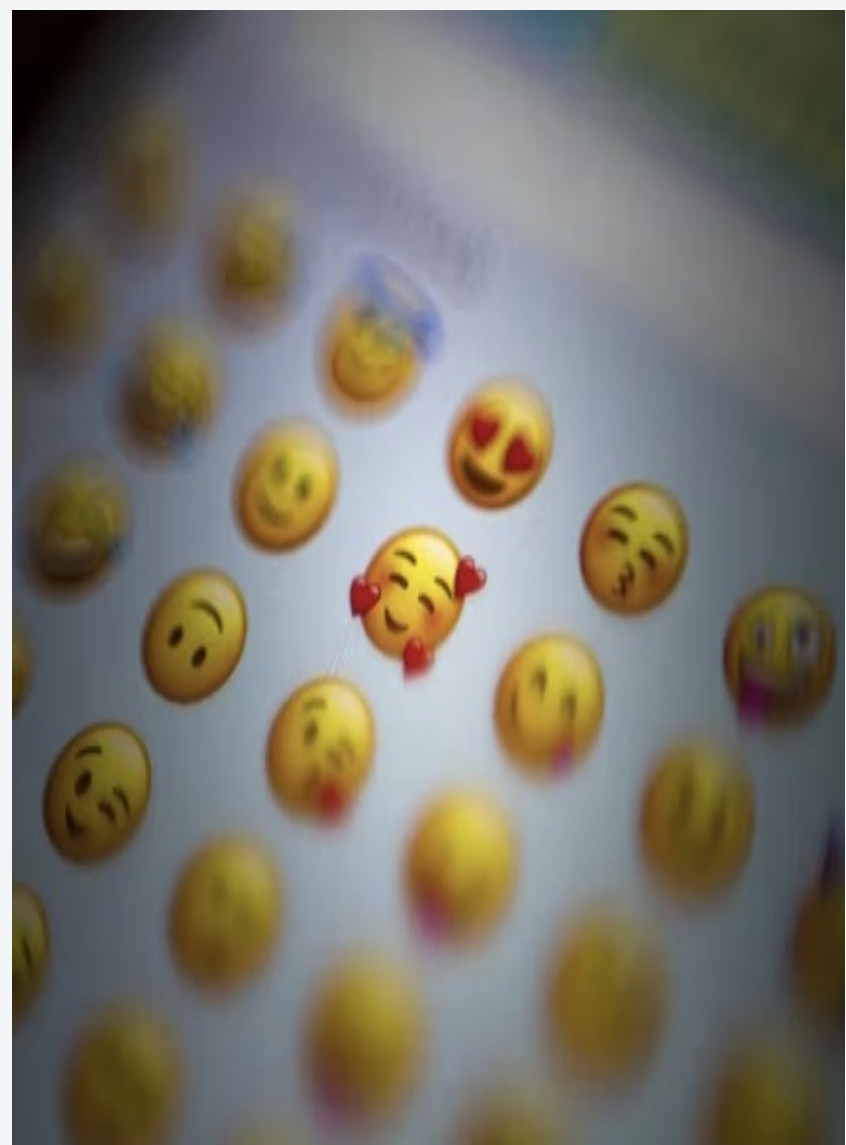
Age 18 can operate as if 12

Age 16 can operate as if 11

Age 14 can operate as if 9

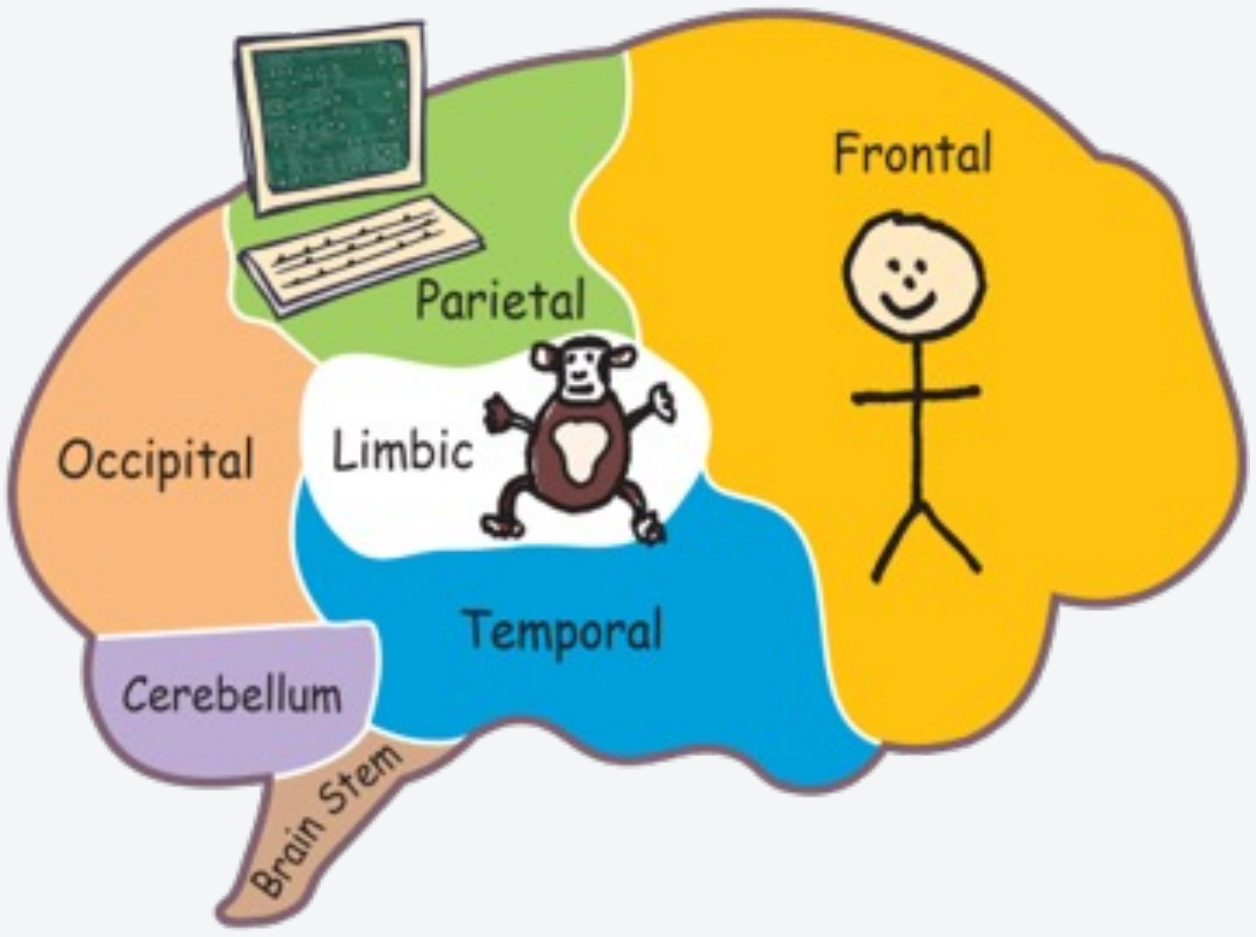
Age 10 can operate as if 7

**The brain reaches maturity in early to mid 20's**





# The Chimp Brain - Limbic System



**Dr Steve Peters**  
 CREATOR OF THE **GROUNDBREAKING** MIND MODEL



The **MIND MANAGEMENT**  
 Programme for  
 Confidence, Success and Happiness





# Rejection Sensitive Dysphoria

Constantly looking for signs of rejection

Expecting rejection

Intense emotional responses to any indication of rejection

Taking rejection extremely personally



Up to 99% of teenagers and adults with ADHD identify as being more sensitive than usual to rejection. 1 in 3 say it's the hardest part of living with ADHD. (Additude 2020)





## Feelings of Isolation/Difference

"I feel lonely a lot of the time because I always feel like I am on the outside looking in"

"I feel utterly, hopelessly alone."

"I just wish I was like everyone else"

"Have you come to cure my ADHD?"



**Math Video**



**Star Wars**



**Same Student  
10-Minute Timelapse**





# Top Tips

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**Increase movement** - active lessons, standing desks, fidget resources, wobble stools, movement breaks

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**Foster interest** - give purpose for reading/listening

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**Redirect the impulse** - post-it notes, notebooks, talking

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**Manage attention** - reduce distractions, chunk time, break things down





To arrange a **FREE TRIAL** of the **EIGER Classroom Standing Desk**  
please email: [nick@iwantastandingdesk.com](mailto:nick@iwantastandingdesk.com)

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





# Executive Functioning Support

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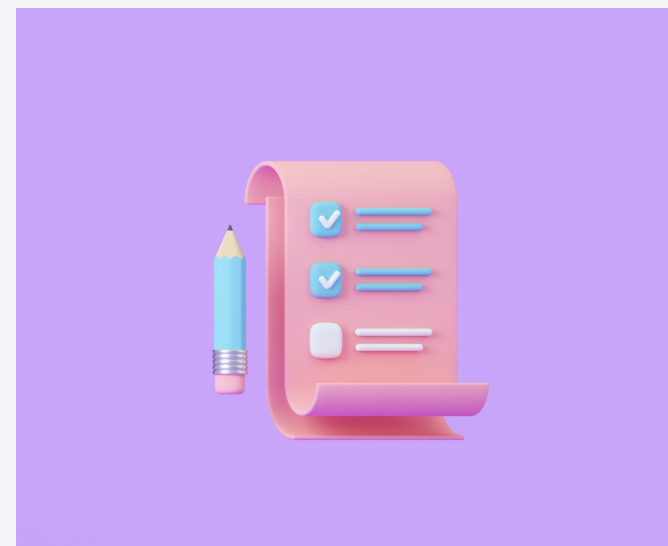
**Externalise time** - 360 thinking

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**Use technology** - Todoist, MinimaList, Ayoa, Brili Routines, Voice Memos

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**Consider working memory** - written handouts, visuals, concise information





# Other Assistive Technology

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[OpenDyslexic](#) - friendly fonts

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[Dyslex.ie](#) - friendly fonts and overlays

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Accessibility settings on devices can apply coloured overlays

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[Addie ADHD App](#)

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[MindView](#) - visual planning tool

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# The Emotional Curve

Breakdown  
Loss of  
rational thinking



Behaviours increase -  
Rational  
thought decreasing



Recovery -  
Rational thought  
increases

Calm -  
Thinking rationally



Calm -  
Thinking rationally





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# Understand

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# Recognise

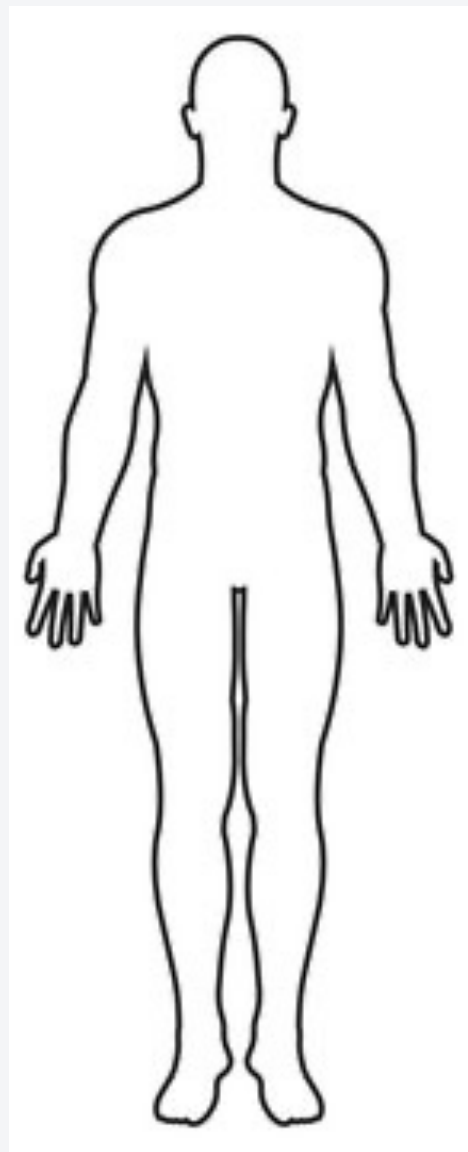
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# Regulate





# Recognise



Where in your body do you feel it?





# Regulate - Relaxation



Take 5 breathing



Belly breathing



Square breathing



Apps ([Headspace](#),  
[Calm](#), [MoveMood](#),  
[ClearFear](#))







# Regulate - Grounding



Weighted resources



Resistance bands



Stress balls



Dumbbells



Homemade resources



Tense and relax



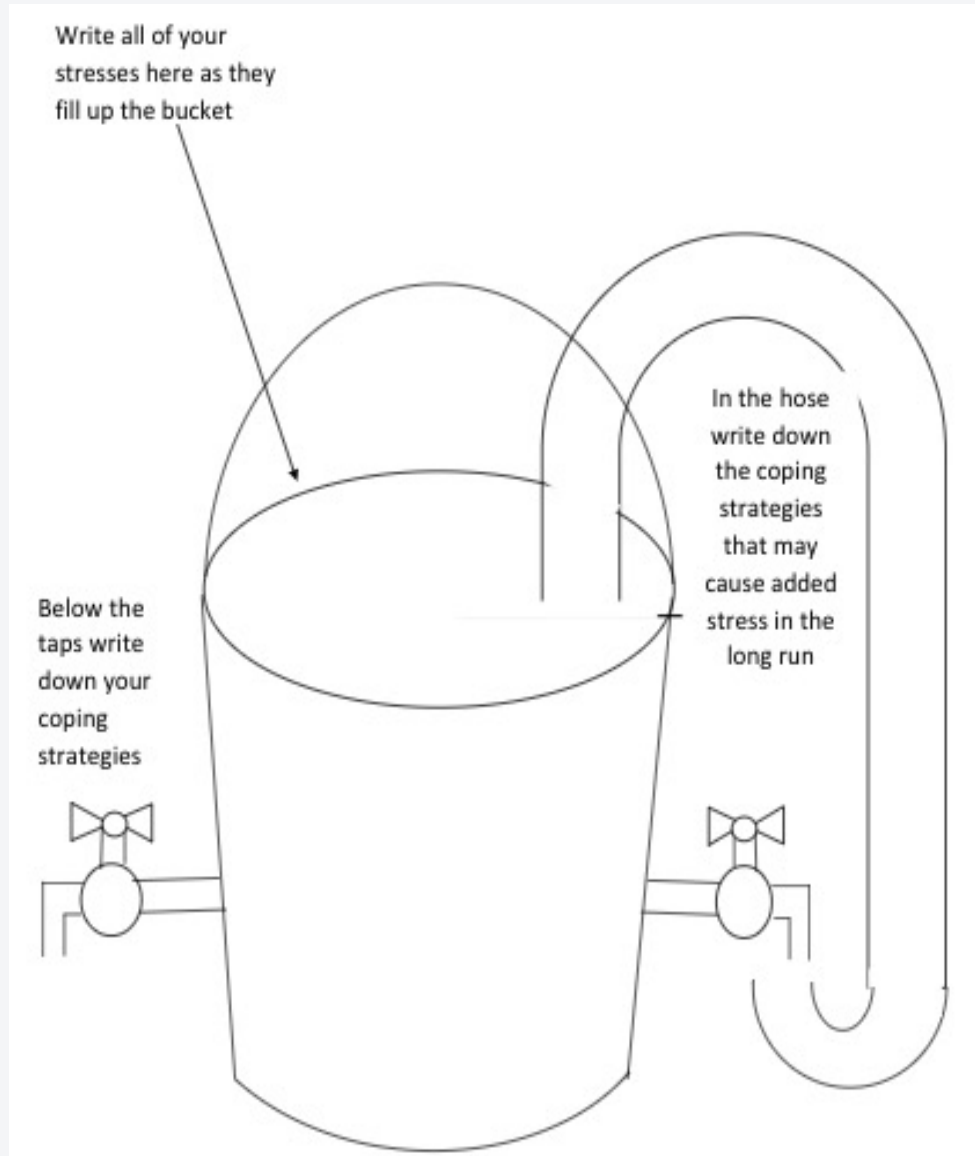
Count the colours



Count down from 5



# Stress Bucket





## Other Techniques

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Count the colours

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Go to 'happy place'

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Count down from 5

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Think of something funny



Google  
'Cards  
Against  
Anxiety'







# Remember the Positives

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30% of business owners are neurodivergent

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40% of millionaires are dyslexic

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ADHD graduates twice as likely to start their own business

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7/10 children excluded from school are ND





# Remember the Positives





# [Signposting](#)

[ADHD Foundation](#)

[ADDitude Magazine](#)

[How to ADHD YouTube](#)

[National Autistic Society](#)

[British Dyslexia Association](#)





# Further Resources

[ADHD in Education Booklet](#)

[ADHD for Parents Booklet](#)

[ADHD in Adults Booklet](#)

[ADHD for Teenagers Booklet](#)

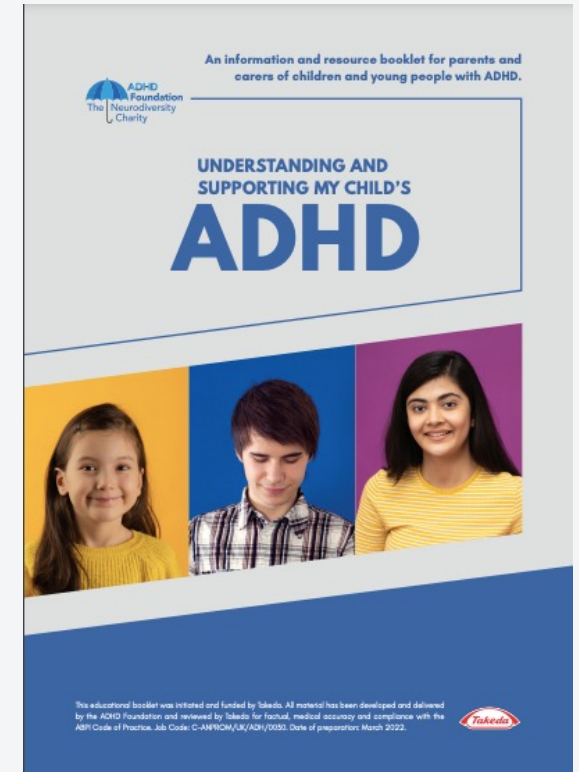
[ADHD for Children Booklet](#)

[Umbrella Gang Comic Volume 1](#)

[Umbrella Gang Comic Volume 2](#)

[Umbrella Gang Comic Volume 3](#)

[Early Years Resources](#)





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# Thank you!

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